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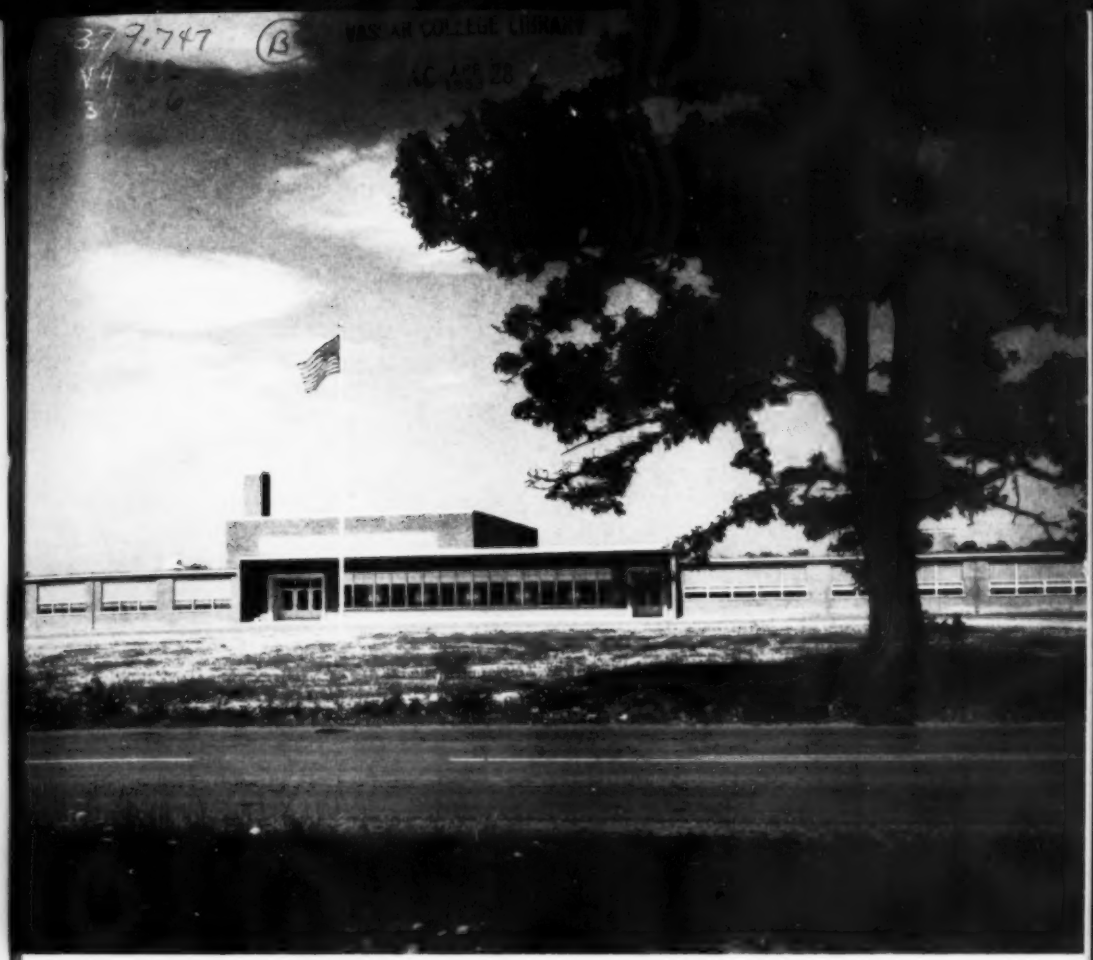


BULLETIN TO THE SCHOOLS

In this issue:

Progress in Centralization
Pupil Personnel Services
Why Pupils Drop Out
Television Reading Guide

February 1953

VOLUME 39
NUMBER 6

THE UNIVERSITY OF THE STATE OF NEW YORK

COVER PICTURE: Ockawamick Central School, Philmont

THE UNIVERSITY OF THE STATE OF NEW YORK

BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor* MILDRED HAND, *Assistant*

This bulletin is sent without charge to all schools and educational institutions of the State. To others it will be mailed postpaid for $1 a year, 10 cents for single copies.

Entered as second-class matter September 30, 1914, at the post office at Albany, N. Y., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized July 19, 1918.

A451m-F53-11,500(35117) UNIVERSITY OF THE STATE OF NEW YORK PRESS

The University of the State of New York
Bulletin to the Schools

VOLUME 39 FEBRUARY 1953 NUMBER 6

Progress in Centralization

Rural and Suburban School Children Benefit from Program Begun in 1925

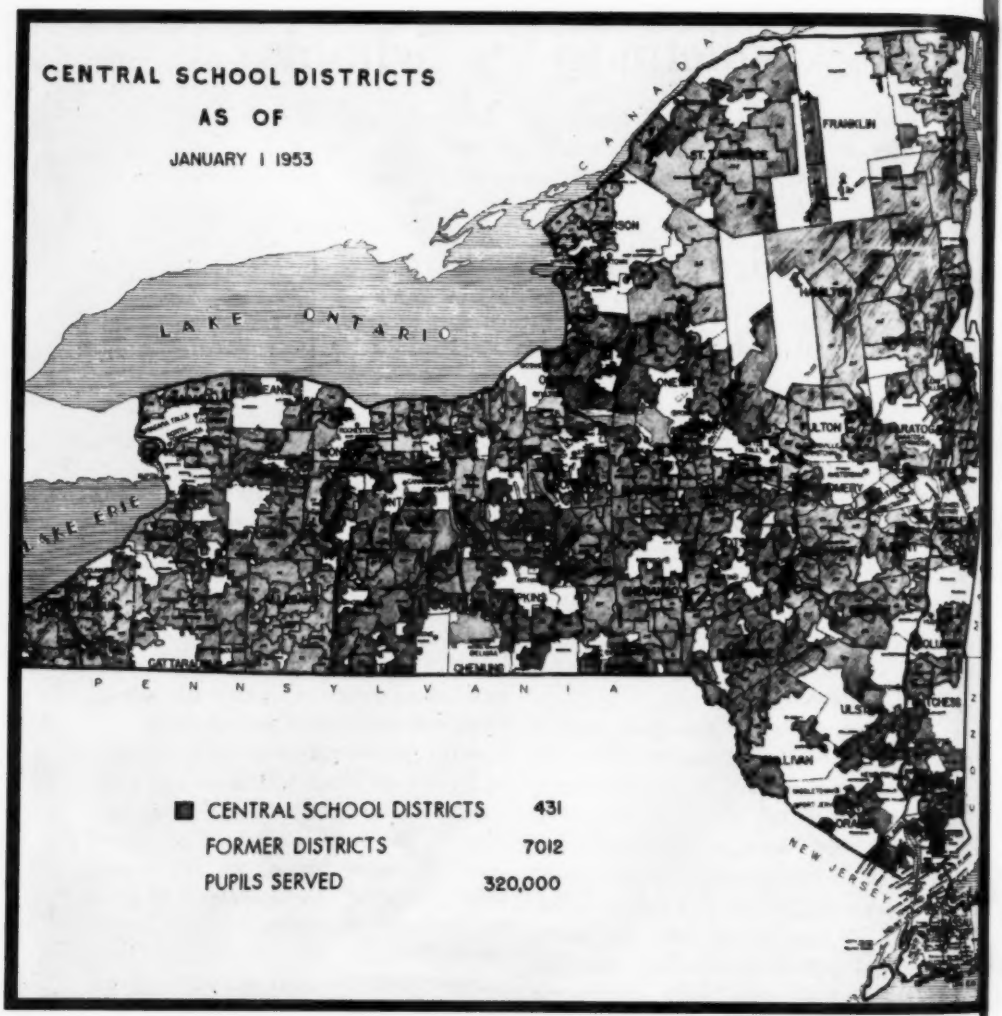
FRANCIS E. GRIFFIN
Chief, Bureau of Rural Administrative Services

PROGRESS CONTINUES in the establishment of central school districts. There are now in New York State 431 central school districts which are composed of more than 7000 former common and union free districts. It is estimated that 85 per cent of the rural area of New York State is now included in these central school districts.

The central district movement started in 1925 when the Education Law was amended to provide a more adequate state-aid program for this type of district. The early districts were small in size and valuation, and the number of pupils served was frequently limited to a few hundred. During the past several years the newly organized central districts have averaged more than 1000 pupils each; during the past year the average number of pupils included was in excess of 1700. In the matter of property valuation, the early central districts had usually $2,000,000 or $3,000,000. The true valuation of property included in central districts is now on the average more than $10,000,000.

The central school law has provided the means for one-teacher schools to join together for the organization of a more effective elementary school organization. It has also made it possible for neighboring villages, each with a high school, to join together for the promotion of a single high school program. Great educational benefits have resulted in both areas.

It is expected that some 80 more areas in New York State will come under the central school district organization some time in the near future. This would result in slightly more than 500 central school districts. An estimate of 15 years ago indicated there would be 750 central school districts. The greater size of the present districts made possible by improved transportation service has resulted in the fewer number of central districts to serve the rural areas. In one instance, five high schools combined along with a large number of common districts for a centralization; in another area four high schools combined. Central districts that have included two and three former high school districts are numerous. Two central school districts, each organized before 1936, joined under a new provision of law which permits the centralization of central school districts.



Activity leading to further reorganizations is under way on the part of school patrons and school district officials in approximately 80 areas of the State. Proposed creation of central school districts or enlarged city school districts in these areas would greatly reduce the blank spaces on this map.

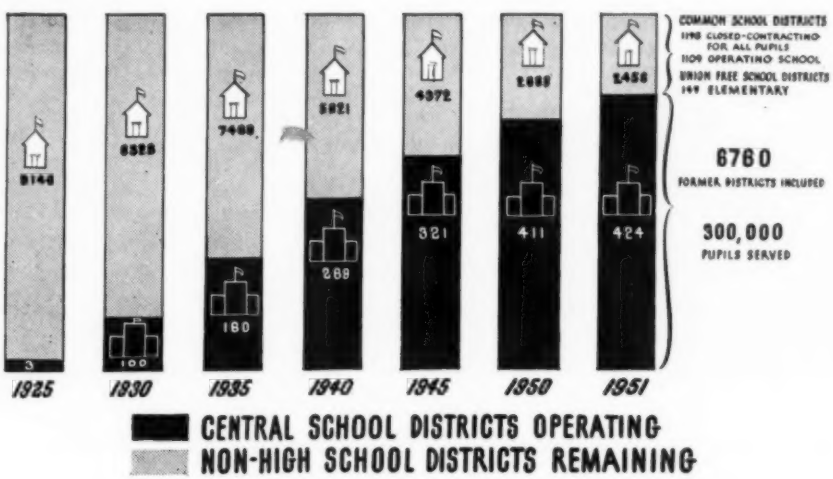
Approximately 85 per cent of the suitable area of the State has been reorganized to form central school districts.

The State Education Department devotes a great deal of time to the matter of district reorganization. The Bureau of Rural Administrative Services is responsible for the administrative details of central districts.

When an area has been approved for centralization by the Bureau, local school patrons, board members, trustees, superintendents and principals from the area come to Albany to do some educational planning in expectation of the establishment of a central district. Problems of transportation, budgeting and school building construction are considered. About 500 persons visit the Department annually in connection with these studies. Detailed information which is provided by the Department is used in the preparation of reports to the voters and incorporated in attractive brochures and leaflets. These materials have proved effective in disseminating information over a large area.

When the new City School Law was extensively amended recently, it became possible for the school district voters in suburban districts to join the city district provided the city board of education approved. Subsequent amendments to the City School Law permitted the establishment of areas to include two or more districts and additional state aid became available. This provision of law has led to the same kind of educational and financial planning which has been applied to the central school district proposal. Since July 1, 1952, there have been 14 central district studies, six city consolidations and three other studies undertaken.

Progress in Centralization of Rural & Semi-Rural Areas



This, I Believe

[Excerpt from an address delivered by President Walter D. Cocking before the first annual meeting of the New York State Citizens Committee for the Public Schools]

- I believe that educated people are essential for a successful democracy.
- I believe that public schools were organized as America's way of developing educated people.
- I believe that good schools are the right of every American.
- I believe also that every community has the obligation to provide good schools for its people.
- I believe that education is the legal responsibility of the political state, and that it discharges that obligation best by delegating the large share of operation to local communities.
- I believe, however, that the state has the obligation to make sure that a necessary foundation program is found in every community.
- I believe that the schools belong to the people and that they must determine the functions and programs of their schools.
- I believe that the people select as their representatives the school board to carry into action the considered will of the people.
- I believe that competent administrators and staff are employed to operate the program, and to advise the school board and people upon matters for which they have special competence.
- I believe that the program and procedures of the school in a dynamic society are never static and must be constantly changing so as to meet changing needs.
- Believing these things, I also believe that citizens must come together to study, to consider, and to form judgments regarding the needs and work of the schools.
- I believe that representative local citizen committees, properly organized and operated, represent one good way through which citizens can formulate their beliefs about schools.
- I believe that dynamic leadership is needed to translate community beliefs into intelligent action.
- I believe that a state citizens committee can do much to help form such local committees and aid them after they are organized.
- Finally, I believe that to the extent that ways are found for the people to participate in determining the function and program of their schools, to that extent we shall have good schools which will assist materially in making the American way of life function effectively.

Total Well-Being Is the Goal

Today's Schools Are Developing and Coordinating Services Basic to Personal Growth

FRANCIS J. DALY
Director, Division of Pupil Personnel Services

FOR EACH CHILD or youth — whether the topmost winner of a State Scholarship award or the most humble entrant to a class for the mentally retarded — our goal should be such a condition of total well-being as will enable him to make fullest use of his opportunities and potentialities for growth through education.

Pupil personnel services developed because of the need for their basic contributions to this end. School health services, guidance, measures of evaluation and testing, psychological services, school social work, attendance service and services to handicapped children — each, historically, began with narrower concepts which have broadened greatly with the passing years. As this happened it was inevitable that concomitantly there would develop an increasing understanding of the ways in which the needs of the child are interrelated and intertwined, so much so that a corresponding intermeshing of services is required to meet those needs in truly effective fashion.

School health services, at one time largely a program of cursory medical inspection for contagious disease control, now in a much broader service pattern increasingly reflect modern knowledge of the many significant relationships between physical well-being and total well-being. Certainly we need to have adequate understanding, not only of a child's health needs but of their significant relationships to other aspects of his growth and development; to their potential meaning for success or failure in school, for example; or to guidance needs.

It must be apparent to all that a child who is tense or irritable partly because of the tension engendered by some visual impairment, a child who may become stubborn or inattentive because he can hear only in some muffled or indistinct fashion, or a limp or apathetic child in whom the flame of energy burns feebly and low — that such a child can not profit from education to the degree that might be possible for a child in better health.

So such concerns must permeate all aspects of our school health program: the annual examinations; the work of the school physician and school nurse-teacher; the dental health, vision health and hearing health program; the follow-up work with the home and family physicians etc. These same concerns make necessary the development of many closely cooperative working relationships with other pupil personnel services such as guidance, psychological services, attendance services and work with the handicapped.

Such basic concerns are also present when we turn to each of the other pupil personnel services. Surely there is need to insure that guidance activities will be broadened in scope, giving more than lip service to the many personal and social aspects of guidance now known to be of such importance in educational, personal and vocational adjustments. Guidance must draw from the understandings gained by other pupil personnel services — such as testing and appraisal programs, health services and psychological services — and cooperate with them wherever possible. A counselor can help a child or youth much more effectively when he has knowledge concerning health, attendance, abilities or disabilities, special learning disabilities, etc., than he could if he attempted to work in isolation or insulation from such knowledge.

Well-planned and carefully developed programs of testing, examinations and evaluative procedures may give many important clues and cues in this respect. The working relationships between testing program and guidance should be particularly close. Appraisal of the individual has no particular value unless it leads in some way to improved service to that individual.

When we turn to another area of pupil personnel services — that of dealing with the problems related to nonattendance and absenteeism — again we find the need for a coordinated approach. Many studies have shown the complex array of contributing causes in home, school, community and the child which may be contributing to the problems which arise. Properly to deal with them calls for a professionally oriented approach on the part of the attendance worker carried out in close coordination with other members of the pupil personnel team. The problem may be primarily one of health, it may be one of the frustration attendant upon years of failure in school, it may be one of difficulties in liaison and understanding between home and school. Thus the school nurse-teacher, the school psychologist or the school social worker (where available) may be called upon to help. There has been a strong nation-wide trend toward recognizing the attendance worker as a proper member of the professional family of pupil personnel services and less as a nonprofessional stepchild therein. This development is making itself felt throughout this State also, and within the Division of Pupil Personnel Services there is a definite effort toward this newer and more effective concept of attendance work practice.

The program of service to handicapped children epitomizes in many ways the effectiveness of the teamwork approach. The broadening horizon of hope for many of these disadvantaged children, which has been one of the most enheartening educational developments of the past decade, would never have been possible without such an approach. As we turn from contemplation of the many achievements of the past to concerned consideration of the many problems which remain for the years out ahead, we must recognize throughout the need for the cooperative coordinated help of the various pupil personnel services in our service to the handicapped.

One area of pupil personnel services which commands our special attention is that encompassed within the functions set for the Bureau of Psychological and Psychiatric Services. There was a time when direct service to seriously maladjusted children and what has been referred to as "the bare bones of psychometry" — in other words, remedial services to problem children and relatively superficial psychological testing — comprised the essential range of such services.

Present-day programs for children have

broadened considerably beyond those narrower concepts. They now include diagnostic and remedial psychological services for all school children, with special attention to the mentally or emotionally handicapped, the gifted, those with special learning disabilities etc.; the development of effective liaison and working relationships with the home, community agencies and clinics in serving such children; the furthering of the positive mental health program of the school etc. Through work with pupil personnel workers, teachers, principals and others in a sort of case study approach to individual cases, the school psychologist frequently can develop mental health values in terms of the broad implications for program planning and for service which arise out of consideration of the practical problems involved in specific cases. In one nationwide study this approach was singled out by a large number of school administrators as the single most important measure in improving the mental health program of the school.

During the past few years there has been a very marked upsurgence in the development of psychological services in the schools of this State. The number of such personnel working in the schools continues to grow very rapidly. Not so marked in its growth but still significant in the total picture, is the provision of school social worker service. Such personnel provide valuable two-way interpretive liaison service between school and home as well as direct case service to children presenting problems which stand as obstacles in the path of their achieving benefit from the educational opportunities the school is offering, problems properly to be dealt with by the remedial case work efforts of the school social worker.

It is only in relation to the essence of service to the child that pupil personnel services, as touched upon very briefly in the preceding paragraphs, can have any true meaning. It is through recognition of the practically effective ways in which such services can best be given that we have seen so widespread a development throughout the country of coordinating units for bringing this family of closely interrelated services together in a teamwork approach to shared problems and concerns. The degree to which such developments have been taking place might be indicated in part by the fact that whereas the 1940 edition of the Encyclopedia of Educational Research contained less than one page on pupil personnel work, the 1950 edition contains more than 39 pages on the subject.

It was in recognition of the value of these services and the necessity for their coordination, each with the others, that the Board of Regents and the Commissioner of Education established in December 1950 the Division of Pupil Personnel Services, which includes the Bureau of Health Service, the Bureau of Guidance, a Bureau of Psychological and Psychiatric Services (as yet unstaffed), the Bureau of Examinations and Testing and the Bureau for Handicapped Children.

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More Adults in Schools

New York State adults went back to school last year in larger numbers than ever before. The total enrolment in the public school adult education classes in 1952 increased about one-sixth over 1951. The 1952 enrolment was 587,921 adults, compared to 507,922 the previous year. Boards of education in 535 communities offered adult education classes.

In addition to the 587,921 adults, 80,613 other adults enrolled in New York City night high schools.

Why Do They Drop Out?

THE REAL REASONS why principals believe high school pupils leave school before completing their studies are summarized in a report presented to the Regents Advisory Council on the Readjustment of High School Education at its meeting February 3d in New York. The report was made by the Office of the Coordinator of the Readjustment Program from replies received from 487 high school principals from 58 per cent of the high schools of the State. Mrs James W. Kideney, of Buffalo, chairman of the council, presided at the meeting.

An analysis of replies to the survey by these principals indicated that reasons for dropouts listed as most important by over 50 per cent of the principals were: retardation, low intelligence, lure of a job, parental attitudes, dislike of school, social maladjustment and broken homes.

Reasons rated as less important by 25 to 50 per cent of these principals were: absence, teachers provide no differentiation, lack of vocational courses, dislike of courses, teachers fail to understand pupil, right courses lacking, no interest and need of money.

The report analyzed several of these reasons, in terms of practices conducive to improved holding power, and listed several tentative recommendations:

1 Parents, members of boards of education, superintendents of schools, principals, teachers and pupils should take an active part in building a strong pupil-retention attitude, so that the entire community is conscious of the need for universal high school education.

2 The establishment of an adequate guidance program in all high schools should take place without delay. The varied interests and abilities of youth now attending high school make necessary a thorough study of each individual before the school can plan appropriate educational and vocational programs which will meet the needs of individual pupils.

3 Teaching methods, techniques, materials and equipment should be adapted to differences in individual ability. The pupil must be accepted as a person possessing a normal yearning for achievement, recognition, security and new experiences.

4 The high school curriculum should reflect socioeconomic changes. The school should continue its efforts to provide a combination of general and specialized education which will best meet the needs of those who terminate their education in high school.

5 Practice in relation to diploma requirements, standards, marking systems, promotion policies and teaching methods should be consistent with a philosophy that emphasizes universal high school education.

6 Effective educational leadership should be provided to assure the implementation of the foregoing recommendations.

The report of the survey will be presented also to the Professional Advisory Committee (Secondary Education Council).

Also presented to the council at the recent meeting was a progress report on the State's program for the Readjustment of High School Education from its inception in 1949. The report, addressed to school administrators, was distributed early in February to secondary and junior high schools, public and private, throughout the State. This compact report indicates the growth of the program from its

Copies of the handbook, Citizens Advisory Committees — Avenues to Better Schools, were presented to Dr Clyde B. Moore, president of the Ithaca Board of Education, by Edward S. Foster (right), secretary of the Farm Bureau Federation and a member of the Regents Advisory Council on Readjustment of High School Education, under whose direction the handbook was prepared. Dr William S. Gragg, superintendent of Ithaca schools, stands beside Doctor Moore.

The handbook suggests ways in which local citizens can best create an effective avenue of communication between school and community, to assist in the program of readjustment of high school education to meet the contemporary needs of youth.

orientation and liaison period. Data, briefly recorded, are chronologically arranged by fields of action — field work, work with advisory groups and activities of the Education Department, and tentative future action.

Some of the program activities listed tentatively for future action are:

Further analysis of the holding power problem in New York State school systems

Completion of recommendations of the Advisory Council on Guidance and of the Advisory Council on the Work-Study Program

Completion of the work of the High School-College Articulation Committee on college admission problems and procedures

Completion of studies of farm, industry and labor leaders on what is expected of high schools

Completion of recommendations of the Advisory Council on a program of education for girls

Preparation of additional materials on citizenship education

Preparation of bulletins and other materials on several phases of the readjustment program

Preparation of the final report of the Advisory Council on the Readjustment of High School Education in New York State

The report is impressive as an indication not only of the amount of work done and the progress achieved in two years, but also as a record of the widespread interest of public-minded citizens who give generously of their time for education — citizens engaged in industry, labor and agriculture. Studies made, conferences held, bibliographies made and publications prepared for use by action-minded citizens as well as by schools — these all indicate the vitality of a program designed to correct, in orderly, evolutionary ways, any flaws in a school system that carries so heavy a responsibility for the Nation's future.

This report, dated January 15, 1953, carries the following definition of Readjustment of High School Education: "A continuing process of improvement: through a widespread dissemination of information concerning good school practices designed to meet the needs of youth, and the fostering of promising experimentation in the several phases of the school program."

The report is submitted by the Acting Associate Commissioner for Elementary, Secondary and Adult Education, Dr Frederick J. Moffitt, and the Coordinator of the Readjustment Program, Dr Ernest A. Frier.

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Girl Scouts Promote Citizenship

A stepped-up citizenship training program will be offered the Girl Scouts in 1953. A new proficiency badge called "My Government," which has been designed to enlarge the scouts' knowledge of local, state and federal government, will be introduced to the membership on March 12th, the 41st anniversary of the founding of Girl Scouting in the United States. The design of the badge shows the dome of the National Capitol.

Requirements for the badge include:

Learning about dates and polling places for registration, primaries and elections; finding out about eligibility to vote and absentee balloting

Studying major duties of jobs to be filled in elections, appeals of the various parties which present candidates, issues which will be voted on

Girls also must compare democratic election procedures with regular practices in Girl Scout troop government. They are expected to study public services and find out which are supported by local, state and federal taxes. They should understand the duties and obligations of citizens. In addition, they are required to study the Declaration of Independence, the Preamble to the United States Constitution and the Bill of Rights and to relate these basic documents to the welfare of the individual and the country.

The "My Government" badge has been planned as a logical outgrowth of the highly successful Aides to Voters program in which almost 200,000 Girl Scouts took part during the national election last fall.

The badge is for junior high school pupils and is the "top" badge in a series which includes study and activities under such headings as Junior Citizen, My Troop, My Community and My Country.

Your Public Relations Program

A Check List for Administrators Interested in Improving Public Relations Programs

VIVIENNE ANDERSON
Associate in Secondary Curriculum Bureau of Curriculum Development

SUGGESTED CHECKING METHOD

√ Already in operation
× Could improve this area
. Should undertake this activity

☐ **Relations with the press.** This involves releasing important school news to the local newspapers; holding press conferences when significant changes or innovations in the educational program are ready to be reported to the public and continually building working contacts with the city desk, education editors, reporters and feature writers. Basic principle of operation: Release only school news and feature stories that are *bona fide newspaper material.*

☐ **House organ** or other means of reporting system-wide news to the professional staff. Such a publication can present the program and policy of the central administration and can feature new and unusual practices that are being undertaken in the schools. Serves as a combined public relations and in-service vehicle in the field of curriculum.

☐ **Reporting to the community.** Pupil progress records can be supplemented effectively by a periodic publication for parents and community groups or a series of small folders that are distributed with pupil progress records. Close-up action pictures, use of color and graphic, reportorial language help to make educational reporting more interesting to the lay public.

☐ **Educational radio and television.** Programs can be designed for in-school listening or viewing to stimulate creative classroom activities. Programs can also be presented as an effective means of interpreting the educational program to the community. Educational radio and television are valuable mediums for training pupils in the techniques of acting and technical phases of studio production.

☐ **Parent discussion groups.** These groups offer valuable opportunities for parents to gain an understanding of the aims and program of the school and to consider personal and educational problems of child growth and development.

☐ **Meetings for the community.** Meetings for parents and other laymen help to build increased understanding of the educational program and result in greater community-wide support for the local school system.

☐ **Lay advisory committees.** Cross section representation of the lay public and community groups provide opportunity for community participation in the shaping of educational policy. Such committees lend a practical slant to curriculum and provide community support for education because of lay participation in planning responsibilities.

Art in Junior High Schools

[The following statement was prepared to amplify the Associate Commissioner's letter of February 13, 1951, entitled State Policies Relative to Junior High School Programs of Education, sent to superintendents and principals.]

IN ORDER to secure proper articulation between art programs in elementary and secondary schools, general art as outlined in the 1950 Art Syllabus for Secondary Schools is recommended for the seventh and eighth years.

Such a program will enable art teachers to give all pupils a basic understanding of art, to discover those who have ability and who should elect art courses in the upper years of the secondary school. Such pupils ordinarily should elect basic art as their first course in the ninth grade. Other pupils might well elect courses in crafts, art history or mechanical drawing.

Crafts should receive special consideration as an integral part of the art program. Fundamentally, the educational aims of crafts and art are synonymous. Experiences gained in creative work with art materials are basic to the understanding of true design.

Recommended Content, Grade 7

At this level the teacher should include worth-while experiences in color, lettering, line, texture, use of scale, value.

Appropriate craft experiences should include projects in clay, ceramics, collages, mobiles, paper sculpture, wire sculpture, wood carving.

Recommended Content, Grade 8

The art program for grade 8 should be planned so that pupils will continue to gain experience in adapting various mediums to new situations through the teaching of painting and crafts.

Experiences designed to help pupils in buying and using goods and services wisely should be emphasized. Such experiences are incorporated in part 2 of the Art Syllabus (Art in Daily Life) and should center around the home, community and recognition of current trends.

If more than the minimum time allotment is given to art instruction, courses in display arts, industrial design, stage design and graphic arts should be offered.

In scheduling art classes a minimum of two 40-minute periods a week should be provided during the seventh and eighth years. Longer periods are suggested and recommended. For best results

1 Art classes should not exceed 25 pupils.

2 Art teachers should not be expected to teach more than five classes daily.

3 A well-equipped art room is essential. (See recommendation of Division of School Buildings and Grounds.)

VINCENT POPOLIZIO
Supervisor in Art Education

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Honors for Krull

J. Pratt Krull, associate superintendent for community relations in the Buffalo public schools, was honored February 7th by the Adult Education Teachers Association of Buffalo on the completion of 40 years in the city school system. The principal speaker was Dr Edwin R. Van Kleeck, Assistant Commissioner for Pupil Personnel Services and Adult Education. Numerous messages were received congratulating Mr Krull, including expressions from Commissioner Lewis A. Wilson, United States Senator Irving M. Ives, and Dr Ernest Hartwell, formerly superintendent at Buffalo.

State's Pupils Win Science Honors

New York State high school pupils continue to win conspicuous honors in the Science Talent Search for award of the Westinghouse Science Scholarships. Fifteen of the 40 winners in this year's contest are seniors in high schools of this State. One hundred ten New York State girls and boys received honorable mention in the contest.

The winners have been invited to Washington, D. C., for the Science Talent Institute, February 26th through March 2d. Scholarship awards will be made at this time.

High schools represented in the Washington trip winners include Brooklyn: Brooklyn Technical, Erasmus Hall (2), Lafayette, Abraham Lincoln, Midwood; Forest Hills; Great Neck; New York: Hunter College High School (2), William Howard Taft; Painted Post; Scarsdale; Tottenville; White Plains.

Honorable mentions were awarded to pupils from the high schools in Brooklyn: Bishop Loughlin Memorial (2), Boys, Brooklyn Technical (15), Erasmus Hall (6), Thomas Jefferson, James Madison, Midwood (7), St Angela's Hall Academy; Buffalo; Kensington; Dunkirk; East Aurora (2); East Greenbush; Columbia; Farmingdale; Far Rockaway; Fayetteville; Floral Park; Sewanhaka (2); Forest Hills (4); Garden City (2); Geneva; Great Neck; Huntington; Robert L. Simpson; Kenmore (6); Long Island City; Bryant (3); Lynbrook; Manlius; Manlius High School, The Manlius School; Newburgh; New Rochelle (6); New York: Academy of Mount St Ursula, Bronx High School of Science (5), Evander Childs, DeWitt Clinton (2), Cardinal Hayes, Hunter College, Elisabeth Irwin, James Monroe (2), Stuyvesant (6), William Howard Taft (2), Talmudical Academy (3); Richmond Hill; Rhinebeck; Rochester; Rockville Centre; Rome: Rome Free Academy; Roslyn Heights; Tottenville; Troy: Catholic Central; Utica: Thomas R. Proctor High School, Utica Free Academy; White Plains: Archbishop Stepinac; Yonkers: Roosevelt.

This is the twelfth year of the Science Talent Search, conducted by the Science Clubs of America and administered by Science Service, 1719 N street, N.W., Washington 6, D. C. The contest is open to pupils in accredited public, private and parochial secondary schools in continental United States. A total of 14,260 contestants entered the contest this year, of whom 2264 completed their entries by taking a science aptitude examination, obtaining recommendations and writing a report on "My Scientific Project."

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Counselors To Meet

The New York State Counselors Association will hold its annual conference this year in New York City, April 30th to May 2d, instead of a summer conference at Syracuse University. The final program and materials for registration will be sent to all counselors on the mailing list of the association as soon as programs can be printed. The program will include several well-known speakers and group meetings on such topics as New Developments in Testing, Developing a Shared-Service Program, Helpful Hints for the Beginning Counselor, Coordinating Pupil Personnel Services, Present Trends in Military Service, High School-College Relations, Guidance for the Handicapped and Industry Looks at Guidance. E. Lloyd Moreland of Bay Shore High School is program chairman.

Business and Distributive Education

The Bureau of Audio and Visual Aids, in collaboration with the Bureau of Business and Distributive Education, has prepared the following list of 35-millimeter silent filmstrips.

Immediately following each filmstrip title appears the name of the producer to whom to write for preview prints, also the price of the filmstrip or set of filmstrips.

This Department does not have any of the filmstrips appearing in this list.

1 Business Education Series (color)
- Checks
- Effective Business Correspondence
- Files and Filing
- Getting a Job and Keeping It
- The Secretary as a Receptionist
- The Trade Acceptance

Producer:
Young America Films
18 East 41st street
New York 17, N. Y.

Price: $5.50 each; $26.50 set

2 Business Etiquette Series, Set 1
- Why Etiquette in Business?
- Finding the Right Job for You
- Selling Yourself to an Employer
- Your New Job
- The New Employee and Fellow Workers
- You Want To Look Right

Producer:
McGraw-Hill Book Company
Text-Film Department
330 West 42d street
New York 36, N. Y.

Price: $5 each; $27 set

3 Business Etiquette Series, Set 2
- Business Facilities
- Introductions in Business
- Receiving Customers and Callers
- Getting That Raise
- The Ideal Secretary

Producer:
McGraw-Hill Book Company
(See 2 above)

Price: $5 each; $22.50 set

4 Life Insurance (color, black and white)
- How Life Insurance Began
- How Life Insurance Policies Work
- Planning Family Life Insurance
- How Life Insurance Grows

Producer:
Institute of Life Insurance
488 Madison avenue
New York 22, N. Y.

Price: black and white, $3 each, $10 set; color, $5 each, $15 set

5 Accounting Series
- Accounting Cycle — Direct Ledger Entry — Routine Each Month
- Accounting Cycle — Direct Ledger Entry — Year-end Closing
- Controlling Accounts
- How To Balance Accounts
- The Journal — First Lesson
- Posting — One Journal, One Ledger

Producer:
Business Education Visual Aids, Inc.
104 West 61st street
New York 23, N. Y.

Price: $5 each; $30 set

6 Accounting Series (Advanced Material)
- The Accounting Cycle
- Adjusting the Books, Parts I–III
- Analysis and Interpretation of Financial Statements
- Books of Original Entry
- Closing the Books
- Columnar Journals
- General and Subsidiary Ledgers
- What Is Accounting?
- The Work Sheet

Producer:
McGraw-Hill Book Company
(See 2 above)

Price: $5 each; $50 set

7 Life Insurance
What Life Insurance Means to You
How Life Insurance Works
Planning Your Life Insurance

Producer:
Illinois State Association of Life Underwriters
208 Hotel Pere Marquette
Peoria 2, Ill.

Price: not sold singly; $10 set

8 Retail Credit — Behind the Scenes

Producer:
Audio-Visual Extension Service
The City College School of Business
17 Lexington avenue
New York 10, N. Y.

Price: $10

9 Advertising — A Force in Modern Day Living

Producer:
Key Productions, Inc.
18 East 41st street
New York 17, N. Y.

Lent by producer

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Simplicity Pattern Company, producer of the filmstrip Susie Makes a Dress, has informed the Bureau of Audio and Visual Aids that it is no longer able to offer the filmstrip which was listed in the December BULLETIN TO THE SCHOOLS.

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Bond Issues Approved

The Board of Regents approved school bond issues at its meeting January 23d. This action was taken in accordance with the requirements of the local finance law that the Board of Regents approve propositions for bond issues to cover school improvements in districts where the cost of such improvements would bring the bonded indebtedness above 10 per cent of the valuation of the district's real property. The issues approved included the following:

Union Free School District 3, town of Cheektowaga, Erie county, an issue of $45,000 for the completion of a new elementary school; an issue of $7000 for the completion of an addition to an existing school building; total, $52,000

Union Free School District 14, town of Oyster Bay, Nassau county, an issue of $55,000 for the acquisition of a site; an issue of $440,000 for the construction and equipment of an elementary school, grading and improvement of site; total, $495,000

Union Free School District 17, town of Oyster Bay, Nassau county, an issue of $47,000 for the purchase of a school site; an issue of $1,080,000 for the construction and equipment of an elementary school and improvement of site; total, $1,127,000

Common School District 8 (Sanborn School), town of Lewiston, Niagara county, an issue of $100,000 for the erection of an elementary school

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Business Officials To Meet

The fifth annual convention of the New York State Association of School Business Officials will be held at Syracuse, April 26th through 29th. Copies of the program will be mailed to business managers and clerks early in April. Reservations should be made with the Hotel Syracuse, headquarters of the convention.

Dr Fred W. Hill, Yonkers, is president of the association; Maurice G. Osborne, Chief of the Bureau of Field Financial Services, State Education Department, is secretary.

Higher Education

New President at Columbia

Dr Grayson L. Kirk, vice president and provost at Columbia University and acting president since December 1950, when General Dwight D. Eisenhower became Supreme Commander of North Atlantic Treaty Organization, became the fourteenth president of Columbia University on January 19th. President Eisenhower was named president emeritus and trustee emeritus.

Doctor Kirk joined the faculty at Columbia less than 13 years ago as associate professor of government, coming from the University of Wisconsin, where he was professor of political science. Between 1942 and 1945 he was on leave of absence to fill several government appointments, including assignments at the Dumbarton Oaks and San Francisco conferences. He returned to the Columbia campus as full professor of international affairs. In 1948 he was named the first director of the new Institute of European Studies, now known as the European Institute. In 1949 he was appointed executive director of the Academy of Political Science.

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Wagner Installs Delo

Dr David Marion Delo, new president of Wagner Lutheran College, Staten Island, was installed as the college's twelfth president on November 8, 1952. He succeeds Dr Walter C. Langsam, now president of Gettysburg College in Pennsylvania. Doctor Delo was formerly executive director of the American Geological Institute in Washington, and a member of the faculty of Washington University, St Louis.

Russell Sage Expands Program

Beginning in September 1953, Russell Sage College will offer a program which will prepare students of liberal arts for teaching in elementary schools. This is an expansion of the present teacher education program of the college.

Russell Sage College proposes to carry out the objectives and educational techniques of its new program in close association with critic teachers and administrators of public schools in the area.

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Mining Scholarships

The Colorado School of Mines is again offering a scholarship to a student from New York State. The scholarship is for tuition only and has a value of approximately $475 each year. Applications must be made through the State Commissioner of Education and must reach the office of the president of the Colorado school by July 15th.

The Michigan College of Mining and Technology is again offering a United States scholarship to a student from New York State. This scholarship carries remission of matriculation and tuition fees for a four-year course at the Michigan College of Mining and Technology. Applications should be forwarded to the Commissioner of Education.

Principals who wish to recommend pupils in their senior class for either of the above scholarships should communicate with the Bureau of Examinations and Testing, State Education Department, Albany.

Educational Notes

Council for Social Studies To Meet

On April 17th and 18th the Middle States Council for the Social Studies will celebrate its fiftieth anniversary at the Hotel Henry Hudson, New York City. The National Council for the Social Studies and the New York State Council for the Social Studies will join in sponsoring the meetings.

The theme of the conference will be "Citizenship–1903–1953–2003." Friday, April 17th, will be devoted to visits to classes in selected schools and to the United Nations building. In the evening ideals of citizenship will be discussed by Dr Harry E. Gideonse, president of Brooklyn College. On Saturday morning there will be two groups of panel discussions. The first will include: Contemporary Emphases on Citizenship Education, Human Relations in Citizenship Education, The Role of the Community Agency in Citizenship Education; the second will include: Citizenship Education in the Elementary Schools, Developing Citizenship Responsibility and Leadership among Gifted Students, Developing Citizenship among Slow Learners through Experience, and Citizenship in the General Education Program in Liberal Arts and Teachers Colleges. Teachers whose classes will be visited on Friday will participate in the second panel discussions on Saturday.

Further information may be obtained from Dr Elizabeth B. Carey, State Education Department, Albany 1.

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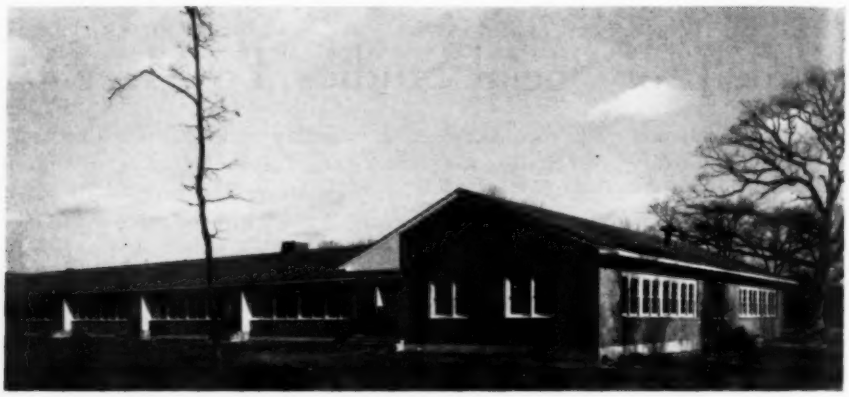
To Reach More Aliens

In January the Americanization section of the Bureau of Adult Education distributed to all directors of adult education programs in the State a memorandum of suggestions for cooperation with the post-office officials to secure information on the foreign-born from the Alien Address Report filed annually in January with the Immigration and Naturalization Service in Washington, D. C. Such information is useful in reaching aliens who have not taken advantage of the Americanization courses conducted under the adult education programs.

Certificate Revoked

By order of Commissioner Lewis A. Wilson, dated January 22, 1953, the college graduate life certificate, number 63-C, issued August 1, 1929, a permanent high school principal's certificate, number 68-H, issued July 1, 1934, and any and all other certificates issued to Ralph Guilford Lilly by the State of New York authorizing Mr Lilly to teach in the public schools of the State of New York, were revoked. Notice of this revocation has been sent to all Commissioners of Education and State Superintendents of Public Instruction.

Building Economy from New Design



Massapequa-Unqua School

The Board of Education of the Massapequa-Unqua School desired a low cost building offering modern elementary school facilities in a structure which would blend with the residential character of the community.

In designing this school, George J. Dippell, the architect, so successfully met the requirements that the community is planning another similar structure to house the rapidly increasing enrolment.

The building is wood frame construction throughout, with concrete foundations and brick veneer. By the use of prefabricated wood roof trusses the architect achieved a more economical pitched roof design than the usual flat roof. The brick veneer reduces the maintenance cost of the exterior to a minimum. Except for toilet room areas, the interior of this school is finished with laminated wood paneling which has been stained and varnished. This type of hard wood is said to wear satisfactorily even under normal school use.

The heating and ventilating of this building is accomplished by a warm air system providing for the mixing and heating of a combination of outside air and return air from the classrooms. Duct areas have been kept to a minimum by the use of two furnaces, one in each wing of the school.

Mr Dippell attributes the cost of $13 per square foot and 78 cents per cubic foot (which is low for the Long Island area) to the design and the ready availability of builders experienced in this type of construction.

The Board of Education carefully evaluated the savings in cost (initial and interest) and limits imposed on bonding (15 years) against the increased fire insurance rates and found that the saving to the taxpayers was so worth while that their plans seemed sound.

This school accommodates 540 pupils in grades kindergarten through 6. The building contains 20 classrooms, two kindergartens, gymnasium, combination assembly room and cafeteria, kitchen, health and administrative suites.

Annual Meeting on Health Education

The State Association for Health, Physical Education and Recreation held its 15th annual conference at Syracuse, January 20th–24th. Attendance numbered approximately 1500. Ellis H. Champlin, Director of the Division of Health and Physical Education, gave the keynote address, speaking to the theme of the conference, " Uniting for Action."

Marie R. Schuler, associate supervisor with the Division of Health and Physical Education, received the service award of the association for outstanding and meritorious service. Dr Frank S. Lloyd, formerly chairman of the Department of Physical Education at The City College, New York, and Dr John L. Miller, superintendent of schools at Great Neck, also received the service award. A special award was given the State Committee on Tuberculosis and Public Health of the State Charities Aid Association.

Julia M. Pratt, New York University, is president during 1953. The following officers were elected: Julius Kuhnert, Mount Vernon, as president-elect; Jessie Wells, Syracuse, vice president for health; George Brown, Alexandria Bay, vice president for physical education; James Sharp, Jamestown, vice president for recreation; Paul Fairfield, Rye, secretary-treasurer.

The association will hold its 1954 conference in Buffalo.

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H. L. Fuess, Rural Leader, Dies

Harold L. Fuess, lawyer and banker of Waterville and a prime mover in the movement to centralize rural schools and past president of the New York State School Boards Association, died at Waterville in December. Mr Fuess spoke at the Convocation of The University of the State of New York in 1948 on a forum on Home Rule in Education. Speaking on " School District Organization," Mr Fuess said:

> I fully believe that the central school is the proper unit for the rural child and that generally central schools have demonstrated their usefulness; yet I would be remiss if I did not say to you that they can not exist and be of great benefit unless they receive more liberal state support than is provided in the average urban school.

Mr Fuess also called the passage of the intermediate unit law most significant, because it enables central schools to provide classes and services not now provided, and to provide them economically.

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Larson To Be President

Dr Jordan L. Larson, superintendent of schools, Mount Vernon, will take office in March as president-elect of the American Association of School Administrators. In 1954 he will become president of the association.

Doctor Larson came to Mount Vernon in 1946 from Iowa, where he had served as superintendent of schools in several cities.

Information and Recreation

The Library at the New York State Rehabilitation Hospital, West Haverstraw

A Survey and Plan of Service for New York State institution libraries has recently been completed. Work on this survey was done by members of the New York Library Association Committee on Institutional Library Work with the cooperation of the Division of Library Extension, New York State Library. Commissioner Lewis A. Wilson has transmitted the report to the Commissioners of Correction, Health, Mental Hygiene and Social Welfare for their consideration.

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Changes in School Names

The Board of Regents on January 23d admitted Bedford Park Academy, New York City, to The University of the State of New York as a school of high school grade. Mount Upton Central School was advanced from a three-year high school to full high school grade.

The following schools were granted authority for change of name: Barker High School to Barker Central School; Bolton Union School to Bolton Central School; Castile High School to Letchworth Central School; Laurens High School to Laurens Central School; Lisbon High School to Lisbon Central School; Madison High School to Madison Central School; Mahopac High School to Mahopac Central School; North Creek High School to Johnsburg Central School; Ripley High School to Ripley Central School; St Regis Falls High School to St Regis Falls Central School; Schuylerville High School to Schuylerville Central School.

Vandermeulen Is President

Earl L. Vandermeulen, Port Jefferson, is the new president of the Association of Secondary School Principals. Other officers elected at the annual meeting of that association at Syracuse, December 14–16, 1952, include: Wilbur T. Miller, Corning, as first vice president; Philip A. Schweickhard, Snyder, second vice president; William J. Hageny, Cold Spring, third vice president; Louis J. Wolner, Homer, fourth vice president. Ward I. Fiedler, Warrensburg, was elected secretary; John W. Turner, Chautauqua, treasurer; Rowland H. Ross, Hastings-on-Hudson, assistant secretary; William D. Firman, Cobleskill, assistant treasurer. Willard F. Prior, Oneida, is immediate past president.

The association approved the following resolutions:

Indorsing the State Teachers Association resolution to seek legislation in 1953 to increase teacher salary schedules

Supporting legislation in 1953 to amend the Education Law to require school authorities to adopt salary schedules for principals

Supporting the resolutions adopted by the State School Boards Association in October 1952 for legislation to restore to the State the responsibility and cost of certain forms and materials required to be used in school districts; to join in a study of state aid to the schools; to request the Commissioner of Education to re-examine the residence requirement for state scholarships for the purpose of establishing rules which will result in such scholarships being awarded to bona fide residents of a county; to support the establishment of a teacher-training institution in Nassau or Suffolk county

Recommending a study by the State Education Department aimed at simplification of the attendance registers and transportation reports

Requesting the Commissioner of Education to study the teacher training program and certification requirements to include special training for the broadening junior high school field

The theme of the meeting was "Education for Moral and Spiritual Values."

At the general session meetings Dr Ethel J. Alpenfels, New York University, spoke on "Human Relations: the Moral Basis for Education"; Deputy Commissioner James E. Allen jr spoke on the teaching of moral and spiritual values; and Dr Clarence Linton, American Council on Education, spoke on "The Function of the Public Schools in Teaching about Religion."

The program included a panel discussion on "What Schools Can Do about Moral and Spiritual Values," moderated by Dr Harry J. Linton, superintendent of schools, Schenectady. Sixteen workshops on special problems were held.

Elected also at this annual meeting were the following officers:

City and village high school principals: Charles A. Belden, Oneonta, chairman; Ray Townsend, Ossining, vice chairman; Alton V. Farnsworth, Canandaigua, secretary.

Junior high school principals: Dewitt M. Eddy, Jamestown, chairman; Willard C. Hamlin, Binghamton, vice chairman; William C. Kingsley, Delmar, secretary.

Officers of the New York State Central School Principals' Association, elected October 28, 1952, were announced: Milford H. Pratt, Barker, president; Edward A. Burke, South Kortright, vice president; Ralph J. Pombrio, Altona, secretary; Vernon M. Hyatt, Gorham, treasurer.

Regents Make Appointments

Claude L. Kulp, a member of the faculty of Cornell University, was appointed January 23d by the Board of Regents as a member of the State Examinations Board. He will complete the unexpired term of Dr Herbert G. Espy, former president of the State Teachers College at Geneseo, who left the State January 1st to become State Commissioner of Education in the state of Maine. Mr Kulp will serve on the State Examinations Board until December 31, 1957. While he was superintendent of schools in Ithaca, Mr Kulp served on this board from January 1943 until October 1951, when he became Associate Commissioner of Education.

Dr Thomas Hale jr of Albany and the Right Reverend Monsignor John P. Boland of Buffalo were appointed to the Nurse Advisory Council, each for a term of three years beginning January 1, 1953. Doctor Hale succeeds Dr Carl P. Wright of Syracuse, who has served for 15 years on this council. Monsignor Boland succeeds the Reverend Francis P. Lively of Brooklyn, whose professional duties have made it impossible for him to serve on the council.

Two members of the Nurse Advisory Council were reappointed. They were Dr Walter P. Anderton of New York and Anna Fillmore of New York. Each was reappointed for a term of three years beginning January 1, 1953.

Dr John J. Clemmer, Albany, was appointed to the State Board of Medical Examiners for a term ending July 31, 1955. He succeeds Dr Arthur W. Wright, Albany, who has served on this board for 12 years. Dr Alexander P. Preston, Middletown, was also appointed to the Board of Medical Examiners to fill the unexpired term of Dr George E. Taylor, Hornell, resigned. Doctor Preston will serve until July 31, 1954.

Dr Henry W. Eisfelder, Roslyn Heights, and Dr Roswell K. Brown, Buffalo, were reappointed to the Medical Grievance Committee, each for a term of five years beginning January 1, 1953.

Martin J. Dupraw, White Plains, was reappointed to the Board of Examiners of Certified Shorthand Reporters for a term of three years beginning January 1, 1953.

Duane LaFleche, Albany, was reappointed to the Vocational Guidance Council for a term ending September 30, 1956, and Joseph T. Bellew, Albany, was reappointed to this same council for a term ending September 30, 1957.

New appointments to the Vocational Guidance Council included John V. Joyce, director of guidance and research in the public schools of Niagara Falls, for a term ending September 30, 1956, to succeed D. E. Irwin of Schenectady; also Jacob L. Bernstein, principal of Morris High School, New York, for a term ending September 30, 1957, to succeed Mary H. S. Hayes of New York City.

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The Jamaica Vocational High School and the Yorkville Vocational High School in New York City have started cooperative nursing programs for seventh and eighth term pupils.

Charters Are Granted

The Trotting Horse Museum, Inc., Goshen, Orange county, was granted an absolute charter by the Board of Regents at its meeting on January 23d. This replaces the provisional charter granted the museum on September 16, 1949. The museum was opened June 30, 1951, and includes exhibits, paintings and a library on the history of the trotting horse.

Mohawk Day Camps — Home School, Inc., White Plains, was granted an absolute charter to replace the provisional charter it received October 17, 1947.

Nassau Academy of Medicine, Mineola, Nassau county, was granted a provisional charter, valid for five years. This is a nonstock corporation for educational purposes exclusively. Its purpose is "to establish and maintain an academy of medicine to provide educational opportunities and training of a postgraduate nature for members of the medical profession in Nassau county, to establish and maintain a medical library and to diffuse among the people the knowledge of the achievements of scientific medicine."

Two libraries were granted extension for five years of their provisional charters. They are Baldwinsville Library Association, Baldwinsville, and Ulysses Philomathic Library at Trumansburg.

The Institute of the Opera, Drama and Theatrical Arts, Albany, was granted a three-year extension of its provisional charter. This organization "provides instruction in drama, opera, music and any other form of art for production, privately or publicly, on or off the stage."

The Regents approved the dissolution of the Payson School and Kindergarten, New Rochelle, which received a provisional charter December 15, 1939, and ceased to function June 1951. Its charter was canceled on request of its trustees.

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Degree Authorized

Queens College, a unit of the College of the City of New York, was given authority by the Board of Regents on January 23d to grant the degree of associate in applied science to students completing courses of study approved for that degree.

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Private Business Schools

The Regents on January 23d adopted amendments to the Regulations of the Commissioner in relation to the registration of private business schools, to insure that they have adequate resources and a sufficient number of well-trained teachers.

Convocation Date Changed

By action of the Board of Regents at its January meeting, the time of the annual Convocation of The University of the State of New York was changed from the fall of the year to the spring. This will avoid conflicts with meetings of a number of state associations that are usually held in the fall.

Because of the short time remaining to plan a 1953 spring meeting, the Regents have decided to omit the Convocation this year and to have the 1954 Convocation on April 22d and 23d.

Changes in Department Staff

The following changes in the staff of the Department have recently been made:

Donald O. Benedict was promoted December 10, 1952, to associate in school district organization.

Albert D. Dotter was promoted to supervisor of educational plant planning, December 10, 1952.

Basil L. Hick was promoted to associate in educational plant planning, December 10, 1952.

Philip J. Moore and A. Buell Arnold each received permanent appointment as assistant in school business management, January 16, 1953.

Kenneth T. Doran received permanent appointment as associate in higher education, January 26, 1953.

Margaret B. Kelly received promotion to assistant in higher education, November 26, 1952.

Mary E. Hayes, recently with the Bureau of Curriculum Development, Division of Secondary Education, received permanent appointment to assistant in foreign language education (instructional supervision), July 1, 1952.

Emily L. Creevy received promotion to associate in nursing education, November 16, 1952.

Kathleen Doughty was promoted to research assistant (education), January 7, 1953.

Ewald L. Wittzel was appointed professor (industrial education), January 1, 1953.

Truman G. Dell was appointed permanently October 20, 1952, as assistant professor (industrial education). He is assigned to the Buffalo office of the Bureau of Vocational Curriculum Development and Industrial Teacher Training.

Thomas Redwood was appointed permanently as assistant, surplus property agency, November 1, 1952.

Lewis Schorr was appointed surplus property assistant (food distribution), November 1, 1952.

Theodore J. Malkie received permanent appointment as assistant, surplus property agency, November 16, 1952. He is assigned to the New York office of the agency.

H. Lenore Bradley, associate in nursing education, retired November 16, 1952.

Harold Ranney, professor (industrial education) retired November 19, 1952.

John Cummings received provisional promotion to Director of Vocational Rehabilitation, December 1, 1952.

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Commissioner Wilson Serves

Commissioner Lewis A. Wilson has been appointed by Federal Commissioner of Education Earl J. McGrath to serve on an advisory committee to review and re-evaluate the country's vocational education program. This committee, which includes representatives of other state educational systems, will work with consultants from the Federal Office of Education.

Researchers Speak

Five members of the Department's research staff participated in the annual convention of the American Educational Research Association at Atlantic City, February 15th–18th.

Dr J. Cayce Morrison, Coordinator of Research and Special Studies, spoke on "The Use of Educational Research in a State School System."

Dr Wayne W. Soper, Chief of the Bureau of Statistical Services, presented a paper on "How To Make School Population Enumerations."

Dr Ethel L. Cornell, research associate, presented some new techniques for evaluating the individual growth of school pupils, growing out of the current study in early secondary education.

Dr Paul A. Hedlund, research associate, presented a second progress report on a cooperative study now being carried on by 18 colleges and universities in the State which seeks to predict effectiveness in secondary school teaching and thereby to improve the selection of students for teacher education programs.

Dr Donald Walling, research associate, reported on the reorganized city school district in New York State, discussed the new city school law and outlined the means by which cities may extend their boundaries to include surrounding rural areas not part of any central district.

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Densberger Retires

Frank C. Densberger, superintendent of schools at Kenmore for 30 years, retired February 1st. Before going to Kenmore in 1915 as principal of Washington Elementary School, he had been teacher and supervisor at Waterloo, principal of Albion High School and supervising principal at Middleport.

Morrison on the Philippines

As vice president of the American Association for the Advancement of Science and chairman of Section "Q," Dr J. Cayce Morrison, Coordinator of Research and Special Studies, addressed the joint session of Section "Q" and Section "I" on the subject, "Public Education in the Philippines." Later, on request, he made a tape recording of the address for use by "The Voice of America."

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Television Handbook

A Television Policy for Education, edited by Associate Commissioner Carroll V. Newsom, is a comprehensive handbook on every phase of the subject, recently published by the American Council on Education, Washington, D. C.

The volume is based on the addresses and discussions at the Television Programs Institute held at Pennsylvania State College in the spring of 1952 by the American Council on Education and financed by the Fund for Adult Education, the Payne Fund and the Alfred P. Sloan Foundation.

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Boys and Girls Week

Boys and Girls Week will be observed April 25th to May 2d, with the theme, "Service above Self." Its purpose is "to focus community attention on youth's achievements as well as their problems in a week-long program of activities which emphasize citizenship, church, school, home, career preparation, international understanding, health and safety and recreation." Program suggestions may be obtained from local Rotary clubs.

Television Reading Guide

TELEVISION STIMULATES reading, and reading makes televiewing more interesting and more significant.

On the basis of this judgment and encouraged by their principal, Mrs Helen Halter Long, the librarian and an English teacher at the Mamaroneck Junior High School, Mrs Eleanor Lucas and Mrs Lucile Hance, selected books and arranged book exhibits related to the television programs available in Westchester county, New York, during 1951–52. From the success of this undertaking a Television Reading Guide was developed. At the request of this Department that Mamaroneck Junior High share the guide with the schools of New York State, the compilers have revised it for publication in the BULLETIN TO THE SCHOOLS.

It is clear that this guide can be used directly only by schools and libraries which receive the programs available in Westchester county. In parts of the State to which other programs are channelled, the guide will serve as an example, since teachers and librarians everywhere can list and exhibit attractive, readable books relating to the television programs which their pupils see. It also is a lead to those who know that television, radio, movies and the daily newspaper are springboards to reading, thinking, growing and learning.

Books about Television

Bechdolt, Jack. On the air. Dutton. 1950. $2.50

Lively story about a boy, a girl and a television program.

Bendick, Jeanne & Robert. Television works like this. McGraw-Hill. 1949. $1.75

A book that answers the questions on how programs originate, what the engineers and directors do, how programs are picked up and transmitted etc.

Floherty, John J. Television story. Lippincott. 1951. $2.75

TV from 1870 to the present.

Green, Robert S. Television writing, theory and technique. Harper. 1951. $3.75

Korn, Terry & Elizabeth. Trailblazer to television. Scribner. 1950. $2.50

The story of Dr Arthur Korn, the scientist who transmitted the first picture wireless across the Atlantic.

Types of Television Programs with Related Books and Periodicals

ANIMALS

Channel	*Title of Program*	*Day*
4	Zoo Parade — Chicago's Lincoln Park Zoo	Sunday
5	The Pet Shop	Saturday
11	Your Pet Show	Saturday

Aistrop, J. B. Fun at the zoo. Roy. 1951. $2.75

A guide book to the delights of the zoo.

Andrews, Roy Chapman. Nature's ways. Lothrop. 1951. $3.75

With interesting text and beautiful illustrations this book tells how animals, birds, fish and insects take care of their young.

Ashbrook, Frank. Raising small animals for pleasure and profit. Van Nostrand. 1951. $4

A complete manual on small animal husbandry as a hobby or part-time occupation.

Audubon, John James. Birds of America. Macmillan. 1950. $2.95

A new handy-sized compact edition containing 288 full-page, four-color plates.

Breland, Osmond. Animal facts and fallacies. Harper. 1948. $3

An informative, entertaining book exploring fact and fable about a wide variety of animals.

Bridges, William. Wild animals of the world. Garden City Pub. Co. 1948. $4.95

Representatives of every species of wild animals are described and illustrated.

Conibear, Frank. The Wise One. Sloane. 1949. $2.75

Realistic account of a beaver family in the Far North.

Franklin, George. Wild animals of the Five Rivers country. Houghton. 1947. $2.50

Authentic stories of wild life along the Continental Divide.

Henry, Marguerite. King of the wind. Rand. 1948. $2.75

The story of an Arabian horse, one of the founders of the entire thoroughbred strain.

Hess, Lilo, & Hogner, Dorothy. Odd pets. Crowell. 1951. $3

A practical natural history that shows how to house, feed and handle unfamiliar animals.

Mason, George. Animal tracks. Morrow. 1943. $2

——— Animal homes. Morrow. 1947. $2

——— Animal sounds. Morrow. 1948. $2

——— Animal weapons. Morrow. 1949. $2.50

——— Animal tools. Morrow. 1951. $2

The author-artist presents in words and pictures the footprints that animals make, the places where they live, the noises they make, the weapons with which they defend themselves or attack the enemy and the natural equipment or tools they possess.

Morris, Percy. Boys' book of snakes. Ronald. 1948. $3

This book helps in recognizing and understanding snakes, and disposes of many stories rather commonly believed.

Wood, Laura. Raymond L. Ditmars. Messner. 1944. $2.50

An exciting career with reptiles, animals and insects.

Zim, Herbert. Great whales. Morrow. 1951. $2

All the facts about these giant mammals are clearly explained.

Other books listed in the card catalog under *Animals* and specific animals, for example *Dogs*.

CIRCUS

Channel	*Title of Program*	*Day*
2	The Big Top	Saturday
7	Super Circus	Sunday
2	Candy Carnival	Sunday

Cooper, Courtney. Lions 'n' tigers 'n' everything. Little. 1947. *o.p.*

This well-illustrated book discusses the care and training of menagerie animals.

Field, Rachel. Hepatica Hawks. Macmillan. 1932. $2.50

Hepatica was a freak in Pollock's show, and normal good times enjoyed by other girls were denied her.

Harlow, Alvin. The Ringlings; wizards of the circus. Messner. 1951. $2.75

The story of the seven Ringling brothers who made the biggest and best of circuses.

Kaler, James. Toby Tyler. Harper. *o.p.*

Toby is glad to go home after running away to the circus.

McGraw, Eloise. Sawdust in his shoes. Coward-McCann. 1950. $2.50

Fun and adventure with the circus in the story of Joe Long, who was circus-born.

Streatfield, Noel. Circus shoes. Random. 1939. $2.50

A picture of life "behind-the-scenes" in a circus.

Watson, Helen. High Stepper. Houghton. 1946. $2.50

Against a colorful circus background is this story of the bond between a boy and a wild colt.

Willson, Dixie. Mystery in spangles. Dodd. 1950. $2.50

Mystery involving a vanishing side show wild man, a jungle pygmy, and a teen-age elephant trainer.

LAW ENFORCEMENT

Channel	*Title of Program*	*Day*
4	Dragnet	Thursday
4	Treasury Men in Action	Thursday
4	Big Story	Friday

Floherty, John J. Behind the silver shield. Lippincott. 1948. $2.75

The author describes the selection and training of young men for police careers and relates scientific development in the treatment of crime.

——— Our F.B.I. Lippincott. 1951. $2.75

An up-to-the-minute book which tells not only the whole story of this vitally important government agency but also covers the career opportunities for young people in the Federal Bureau of Investigation.

——— Men against crime. Lippincott. 1946. $2.50

The author tells the stories of each branch of the U. S. Treasury Department and illustrates their work by cases taken from their files.

MAGIC

Channel	*Title of Program*	*Day*
11	Quick Trick	Saturday
11	Teens Magic Shop	Friday

Elliott, Bruce. Magic as a hobby. Harper. 1948. $3.50

Instructions and helpful diagrams give a detailed picture of how to perform tricks of magic which require only simple, inexpensive equipment.

Epstein, Beryl. The Great Houdini. Messner. 1950. $2.75

This story of Houdini reveals some of his secrets and how some of his tricks were done.

Leeming, Joseph. Fun with magic. Lippincott. 1943. $2

How to make magic equipment, how to perform many tricks and how to give successful magic shows.

NEWS AND CURRENT TOPICS

Channel	*Title of Program*	*Day*
11	Telepix Newsreel	Mon.–Fri.
4	Meet the Press	Sunday
11	It Happened This Week	Sunday
2	See It Now	Sunday
4	John Cameron Swayze	Mon.–Fri.

NEWS AND CURRENT TOPICS (*continued*)

Channel	*Title of Program*	*Day*
2	Douglas Edwards	Mon.–Fri.
7	Politics on Trial	Thursday
5	Keep Posted	Tuesday
2	It's News to Me	Saturday
2	Six O'Clock Report	Mon.–Fri.

Periodicals in the library:

Changing Times	Scholastic
Life	Time
Newsweek	United Nations World

Floherty, John J. Shooting the News. Lippincott. 1949. $2.50

Valuable material on timing, editing and processing of news and newsreel photography.

PUPPETS AND MARIONETTES

Channel	*Title of Program*	*Day*
2	In the Park	Sunday
4	Kukla, Fran and Ollie	Sunday
4	Winchell-Mahoney Show	Monday
2	Time for Beany	Mon.–Fri. Saturday

Ackley, Edith. Marionettes. Lippincott. 1929. $2.50

The puppets described here are made of cloth and patterns are included for cutting them out.

Batchelder, Marjorie. Puppet theatre handbook. Harper. 1947. $3.75

This handbook offers advice on planning a puppet show.

Beaton, M. F. & Leslie. Marionettes; a hobby for everyone. Crowell. 1948. $3.75

Bufano, Remo. Book of puppetry. Macmillan. 1950. $3

This book includes a history of the art, directions for making marionettes and puppets, choosing and producing plays and four suitable plays.

SCIENCE

Channel	*Title of Program*	*Day*
7	Space Patrol	Saturday
7	Tom Corbett, Space Cadet	Mon., Wed., Fri.
4	Mr Wizard	Saturday
4	The Nature of Things	Sunday
5	Science Review	Monday
4	Tales of Tomorrow	Friday
5	Captain Video	Mon.–Fri.
2	What in the World	Sunday
5	Johns Hopkins Science Review	Monday
5	Industry on Parade	Sunday
4	Ask the Camera (film)	Mon.–Fri.

Bischof, George. Atoms at work. Harcourt. 1951. $2.25

Basic principles of atomic energy explained simply.

Coggins, Jack, & Pratt, Fletcher. Rockets, jets, guided missiles and space ships. Random. 1951. $1

The author explains the actual history and advance of these "world of the future marvels."

De Kruif, Paul. Microbe hunters. Harcourt. 1926. $1.98

A series of biographical sketches involving epoch-making scientific discoveries.

Fenton, Carroll & Mildred. Worlds in the sky. Day. 1950. $2.50

This factual book presents the sun, moon, the planets, etc.

Hickey, James. Introducing the universe. Dodd. 1951. $3.50

For people interested in astronomy, the author presents a fascinating picture of the wonders that exist in space.

Leet, Lewis. Causes of catastrophe. McGraw-Hill. 1948. $3

An explanation of earthquakes, volcano eruptions, tidal waves and hurricanes.

Ley, Willy. Dragons in amber. Viking. 1951. $3.75

A book about the early ancestors of our more unusual plants and animals, for example, the eel, the panda, ginko trees.

Morgan, Alfred. Boys' book of science and construction. Lothrop. 1948. $3

Experiments and construction that can be done in the home with inexpensive materials.

Ross, Frank. Guided missiles. Viking. 1951. $2.75

The author tells of the development of guided missiles and the various systems used for launching and guiding rockets, torpedoes, robot planes, space ships etc.

Wendt, Gerald. Atomic energy and the hydrogen bomb. McBride. 1950. $2.75

This book unfolds the developments in atomic energy in war and peace, and the incredible facts about the hydrogen bomb.

Yates, Raymond. Model jets and rockets for boys. Harper. 1952. $2.50

Detailed instructions for the building of small-scale engines for model jets and rockets.

SCIENCE FICTION

Asimov, Isaac. Pebble in the sky. Doubleday. 1950. $2.50

Joseph Schwartz, walking past the Institute for Nuclear Research in Chicago, finds himself transported into Galactic Era 827 as a result of a crude uranium experiment inside the institute.

Branley, Franklin. Lodestar. Crowell. 1951. $2.50

By 1971 man had explored the moon by rocket ship, but the trip of the "Lodestar" is the first attempt to reach Mars.

Conklin, Graff, *ed.* Big book of science fiction. Crown. 1950. $3

Here are stories of adventure in the world of supersonic speed, interstellar travel, atomic power, and other planets.

Gail, Otto. By rocket to the moon. Dodd. 1950. $2.75

A fantastic trip to the moon by space ship.

Heinlein, Robert. Farmer in the sky. Scribner. 1950. $2.50

Because food is becoming increasingly scarce on earth, a group travels to one of Jupiter's moons to try scientific farming.

——— Rocket Ship Galileo. Scribner. 1947. $2.50

A group of curious boys joins forces with an inventor of rockets and reaches the moon.

Wollheim, Donald, *ed.* Every boy's book of science-fiction. Fell. 1951. $2.75

SPORTS

Channel	*Title of Program*	*Day*
5	Sports Varieties	Mon.–Fri.
11	Jimmy Powers, Sports	Mon.–Fri.
4	Cavalcade of Sports	Friday
4	Bill Stern	Mon.–Fri.
5	Football This Week (Prediction)	Thursday
7	Sports — Tommy Henrich	Mon., Wed., Fri.

Bible, Dana. Championship football. Prentice-Hall. 1947. $3

This practical guide for both players and fans gives charts and diagrams explaining plays.

Brown, Conrad. Skiing for beginners. Scribner. 1951. $2

Everything from the snowplow to high-speed turns is demonstrated in photographs and explained step by step.

Buchanan, Lamont. The World Series and highlights of baseball. Dutton. 1951. $3.95

Covers the entire history of the World Series.

DiMaggio, Joe. Baseball for everyone. McGraw. 1948. $2.50

An inside story of baseball written for fans and players.

Mack, Connie. Connie Mack's baseball book. Knopf. 1950. $2.75

This famous sports figure tells what it takes to be a major leaguer and how to get there.

Kiernan, John, & Daley, Arthur. The Story of the Olympic Games. Lippincott. 1948. $5

The history of the track and field events of the Olympic Games.

Snead, Samuel. Sam Snead's how to play golf. Garden City. 1946. $2.50

The fundamentals of the game are set forth with more than 200 camera shots.

Tunis, John. Sport for the fun of it. Barnes. 1950. $3

Descriptions, lists of equipment and official rules for 19 sports.

Biographies of Sports Figures:

DiMaggio, Joe. Lucky to be a Yankee. Greenberg. 1946. $2

Feller, Bob. Strikeout story. Barnes. 1947. $2.75

Graham, Frank. Lou Gehrig, a quiet hero. Putnam. 1942. $2.50

Louis, Joe. My life story. Duell. 1947. $2.75

Meany, Thomas. Babe Ruth. Barnes. 1947. $2.75

Robinson, Jackie. Jackie Robinson: My own story. Greenberg. 1948. $2

Schoor, Gene. The Jim Thorpe story. Messner. 1951. $2.75

Treat, Roger. Walter Johnson: king of the pitchers. Messner. 1948. $2.75

Trimble, Joe. Phil Rizzuto. Barnes. 1951. $2.50

Young, Dick. Roy Campanella. Barnes. 1952. $2.50

SPORTS FICTION

Archibald, Joseph. Hold that line. Macrae. 1950. $2.50

Flood, Richard. Pass that puck! Houghton. 1948. $2.50

Harkins, Philip. Knockout. Holiday. 1950. $2.50

Jackson, Paul. Rose Bowl All-American. Crowell. 1949. $2.50

——— Tournament forward. Crowell. 1948. $2.50

Leonard, Burgess. Rookie southpaw. Lippincott. 1951. $2.50

Tunis, John. All-American. Harcourt. 1942. $2.50

——— Keystone kids. Harcourt. 1943. $2.50

Other sports fiction listed in card catalog under *Sports Stories* and individual sports, for example, *Baseball — Fiction.*

UNITED NATIONS

Channel	*Title of Program*	*Day*
7	United or Not	Monday

Carr, William. One world in the making. Ginn. 1947. $1.20

An explanation of the United Nations with photographs, maps and charts.

Dean, Vera. Four cornerstones of peace. McGraw. 1946. $2.50

Discussion of the aims and achievements of Dumbarton Oaks, Yalta, Mexico City, San Francisco and Potsdam Conferences.

Galt, Tom. How the United Nations works. Crowell. 1947. $2.50

The organization, structure, and mechanism of the United Nations are clearly described.

Roosevelt, Eleanor, & Ferris, Helen. Partners: the United Nations and youth. Doubleday. 1950. $3

Stories taken from official United Nations records about its activities that directly touch the lives of young people all over the world.

WEATHER

Channel	*Title of Program*	*Day*
4	Weatherman — Tex Antoina	Mon.–Fri.
11	Weatherman — Joe Bolton	Mon.–Sat.
2	Weather — Carol Reed	Mon.–Fri.

Gaer, Joseph. Everybody's weather. Lippincott. 1944. $2.50

The author discusses dependable weather signs and describes the methods employed by the U. S. Weather Bureau to protect us from some of the results of bad weather.

Meyer, Jerome. Picture books of the weather. Lothrop. 1948. $2

The author explains the forces that govern the atmosphere we live in and call weather.

Schneider, Herman. Everyday weather and how it works. McGraw-Hill. 1951. $2.75

The what, why and how of weather — plus instructions on making home weather maps, cloud seeding, rainmaking and many easy experiments.

Spilhaus, Athelstan. Weathercraft. Viking. 1951. $2

How to assemble and operate a home weather station — chiefly from materials found around the house.

Zim, Herbert. Lightning and thunder. Morrow. 1952. $2

An explanation with excellent illustrations of many questions about the mysteries of lightning and thunder.

THE WEST

Channel	*Title of Program*	*Day*
5	Double C Canteen (folklore)	Mon.–Fri.
4	Bar-4 Ranch	Saturday
4	Gabby Hayes Show	Mon.–Fri.
7	Lone Ranger	Thursday
4	Roy Rogers Show	Sunday
2	Gene Autry Show	Sunday
4	The Cisco Kid	Sunday
4	Hopalong Cassidy	Saturday
9	Buster Crabbe Show	Mon.–Fri.
7	Frontier Theatre	Saturday
11	Six Gun Playhouse	Daily

Bleeker, Sonya. Apache Indians. Morrow. 1951. $2

History, past and present, of the fierce raiders and fighters who terrorized the more peaceful tribes and the frontier settlers.

Botkin, B. A., *ed.* A treasury of Western folklore. Lothrop. 1951. $4

Here are anecdotes and legends of cowboys, trappers, Indians, Spaniards, Mexicans, sheriffs — everything in the Western Scene.

Burt, Olive. Jedediah Smith. Messner. 1951. $2.75

Thrilling story of fur trade in the West.

Daugherty, James. Of courage undaunted. Viking. 1951. $3.50

Story of Lewis and Clark.

Driggs, Howard. Pitch pine tales. Aladdin. 1951. $2

A collection of easy-to-read stories about pioneers, Indians and the brave men and women who opened up the West.

Felton, Harold. Cowboy jamboree. Knopf. 1951. $3

Here are the words and music of the songs the cowboys sing — and yarns taller than tall.

Fenner, Phyllis. Indians, Indians, Indians. Watts. 1951. $2.75

All kinds of stories about the American Indian past and present are found in this high-spirited collection.

Fletcher, Sydney. The cowboy and his horse. Grosset. 1951. $2.95

A history and description of cowboys and their horses and equipment from the first Spanish vaqueros to modern times.

Franklin, George. Wild horses of the Rio Grande. Houghton. 1951. $3

Stories of horses and cowboys of the Southwest.

Garst, Shannon. Big Foot Wallace. Messner. 1951. $2.75

Thrilling exploits of one of the best loved Texas heroes.

——— Will Rogers, immortal cowboy. Messner. 1950. $2.75

This narrative follows Will Rogers' versatile career from his birth of part-Indian parents to his appearances in wild west shows.

Reynolds, Quentin. Custer's last stand. Random. 1951. $1.50

Story of the fabulous career of General Custer.

Wyatt, Edgar. Geronimo. Whittlesey. 1952. $2.50

The exciting story of the Indian who fought the United States for 40 years, and then rode down Pennsylvania avenue triumphantly in Theodore Roosevelt's inauguration parade.

New Department Publications

Educational Television. Addresses by John P. Myers and Lewis A. Wilson.

Chancellor John P. Myers and Commissioner Lewis A. Wilson, addressing the New York State Television Institute sponsored by the Association of Colleges and Universities of the State of New York, held at Union College, Schenectady, November 12–13, 1952, make clear presentation of the high importance of the educational use of television. Chancellor Myers acknowledged the contribution of the State's educators to the Regents' efforts to secure exclusively educational television facilities in the State. Commissioner Wilson outlined the scope of the State's resources for educational programs and emphasized the particular value of educational television for adults of the State.

"E — TV" — The Challenge of Educational Television. A reprint of an article by Regent Jacob L. Holtzmann, expanded from its original form as it appeared in the New York Times on January 11, 1953.

Regent Holtzmann is chairman of the Board of Regents committee on television for education. He draws the parallel between the program to insure adequate facilities for educational use of television, to the early history of the establishment of the system of public universal education in the United States, and presents eloquent reasons for the current efforts of the Board of Regents to expand, through the widespread use of television, the educational facilities in the State.

The Use of Television for Educational Purposes in New York State

A comprehensive statement of the background and the current efforts of the State Board of Regents to insure allocation by the Federal Communications Commission of television channels exclusively for educational use in New York State. A compact presentation of the proposed program — location of stations and their population coverage, estimated costs and proposed maintenance, station operation and control and program plans — as envisioned by the Regents after state-wide consultation with leading educators of the State.

The pamphlet opens with the statement: "The laws of this State impose upon the Regents as the head of its educational system the duty 'to extend to the people at large, increased educational opportunities and facilities,' and 'to stimulate interest therein'. . . . Therefore, with the rapid acceptance of television by the American public, the Regents were concerned, because of the limited number of television channels, that education should have adequate access to this restricted medium."

The School Testing Program. A Guide to the Selection and Use of Standardized Tests. (1953 revision of bulletin 1397)

The purpose of this bulletin, prepared by the Bureau of Examinations and Testing in the Division of Pupil Personnel Services, is "to present a brief statement of the why, what and when of an adequate program of standardized tests in the school." Prepared as a practical guide for the teacher, this bulletin selects from the abundance of published material in this field — and summarizes in convenient form — "what seems to be the best thinking and experience of educators concerning the selection and use of standardized tests in the average school today." Since tests to measure intelligence and achievement are the core of the testing program for the average school, tests in these fields are listed with information as to publisher, grade level, time for administration, number of forms, and publisher. Reading and arithmetic tests are also listed in the same way.

A list of test publishers, with address, and a short bibliography are also included.

Directory of Elementary School Principals and Supervisors in New York State, 1952–53

Arranged by cities, villages under superintendents and supervisory districts, this directory includes the names of all elementary school principals and supervisors of the State except New York City and except schools in supervisory districts having fewer than four teachers and registered secondary schools whose principals direct the work of both elementary and secondary grades. Junior high schools having only grades 7 and 8 are included. The current directory lists under the heading of each superintendency the superintendent of schools, assistant superintendents, elementary principals and persons holding supervisory positions whose major responsibilities are for elementary grades.

A list of deans of instruction in the state teachers colleges and a list of principals of Indian schools in the State are also included.

Films for the Elementary Classroom; Revised Edition

The Bureau of Audio and Visual Aids, with the cooperation of the Division of Elementary Education, prepared this revised and enlarged Round-Up Number 14 of 16-millimeter sound motion picture films in the field of elementary education. The subject list of titles includes behavior and personality development; children of other lands and times; children's stories; citizenship education; geography; handwork; health; language arts; numbers and measures; safety; science and nature study; transportation. Under these headings, films are grouped with a brief description of the film content, school grade for which the film is suitable, running time, name of the makers of the films with the year made and the distributor from whom the film can be obtained by loan or rental.

A list of the film distributors, with addresses, is included.

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Civil Service Opportunities

The State Department of Civil Service has announced that the following open competitive examinations for positions in the State Education Department will be held on May 9, 1953. Applications will be accepted until April 3, 1953. Application forms and detailed information may be obtained from the Examinations Division, State Department of Civil Service, 39 Columbia street, Albany. Salaries listed include the present cost-of-living adjustment.

Number 8008. Associate in Education Research. One vacancy. Salary $6088 to $7421 in five annual increases.

Number 8009. Assistant in Education Research. One vacancy. Salary $4964 to $6088 in five annual increases.

Number 8010. Assistant in Educational Plant Planning. One vacancy. Salary $4964 to $6088 in five annual increases.

Number 8011. Assistant in Home Economics Education. Two vacancies. Salary $4964 to $6088 in five annual increases.

Examinations will be given on May 23, 1953, and applications will be accepted by the Civil Service Department until April 17, 1953, for the following positions:

Number 8038. Chief, Bureau of Health Service. One vacancy. Salary $8350 to $10,138 in five annual increases.

Number 8040. Assistant in Hearing Conservation. One vacancy. Salary $4964 to $6088 in five annual increases.